

Protocol for the Observation of Instructional Practices

**English-Language Arts/Literacy
Grades 6-8**

Core Action 1: Focus each lesson on a high quality text (or multiple texts).					
	1	2	3	4	Notes
	There is no text under consideration in this lesson.		The lesson is focused on a text or multiple texts.		
<p align="center">Indicator</p> <p>A majority of read aloud time is spent reading, listening to, speaking, or writing about text(s).</p>					
	1	2	3	4	Notes
	The text(s) are below both the quantitative and qualitative complexity expected for the grade and time in the school year.		The text(s) are at or above both the quantitative and qualitative complexity expected for the grade and time in the school year.		
<p align="center">Indicator</p> <p>The text(s) are at or above the complexity level expected for the grade and time in the school year.</p>					
	1	2	3	4	Notes
	The quality of the text(s) is low – they are poorly written and do not provide useful information.		The quality of the text(s) is high – they are well written and/ or provide useful information.		
<p align="center">Indicator</p> <p>The text(s) exhibit exceptional craft and thought and/or provide useful information.</p>					
Core Action 2: Employ questions and tasks that are text dependent and text specific.					
	1	2	3	4	Notes
	Questions and tasks do not refer directly to the text and instead elicit opinion answers.		Questions and tasks repeatedly return students to the text to build understanding.		
<p align="center">Indicator</p> <p>Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.</p>					
	1	2	3	4	Notes
	Questions and tasks can be answered without reference to evidence from the text.		Questions and tasks require students to cite evidence from the text.		
<p align="center">Indicator</p> <p>Questions and tasks require students to cite evidence from the texts to support analysis, inferences, and claims.</p>					
	1	2	3	4	Notes
	Questions and tasks do not explicitly attend to academic language or focus exclusively on domain-specific vocabulary.		Questions and tasks intentionally support students in developing facility with academic language.		
<p align="center">Indicator</p> <p>Questions and tasks attend to the academic language (i.e., vocabulary and syntax) in the text.</p>					

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<p align="center">Indicator</p> <p>Questions are sequenced to guide students in delving deeper into text and graphics. These inferences should relate to key ideas of the text.</p>	<p align="center">1</p>	<p align="center">2</p>	<p align="center">3</p>	<p align="center">4</p>	<p align="center">Notes</p>	
<p>Core Action 3: Provide all students with opportunities to engage in the work of the lesson</p>		<p>Scale: 1 = The teacher does not provide students opportunity and very few students demonstrate this behavior 2 = The teacher provides students opportunity inconsistently and few students demonstrate this behavior 3 = The teacher provides students opportunity consistently and some students demonstrate this behavior 4 = The teacher provides students opportunity consistently and all students demonstrate this behavior.</p>				
<p align="center">Indicator</p> <p>The teacher provides the conditions for all students to focus on text.</p>	<p align="center">1</p>	<p align="center">2</p>	<p align="center">3</p>	<p align="center">4</p>	<p align="center">Notes</p>	
<p align="center">Illustrative Student Behavior</p> <p>Students persist in efforts to read, speak and/ or write about demanding grade-level text(s).</p>						
<p align="center">Indicator</p> <p>The teacher expects evidence and precision from students and probes students' answers accordingly</p>	<p align="center">1</p>	<p align="center">2</p>	<p align="center">3</p>	<p align="center">4</p>	<p align="center">Notes</p>	
<p align="center">Illustrative Student Behavior</p> <p>Students habitually provide textual evidence to support answers and responses.</p>						
<p align="center">Indicator</p> <p>The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking.</p>	<p align="center">1</p>	<p align="center">2</p>	<p align="center">3</p>	<p align="center">4</p>	<p align="center">Notes</p>	
<p align="center">Illustrative Student Behavior</p> <p>Students use evidence to build on each other's observations or insights during discussion or collaboration.</p>						
<p align="center">Indicator</p> <p>The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.</p>	<p align="center">1</p>	<p align="center">2</p>	<p align="center">3</p>	<p align="center">4</p>	<p align="center">Notes</p>	
<p align="center">Illustrative Student Behavior</p> <p>When possible, students demonstrate independence in completing literacy tasks.</p>						
<p align="center">Indicator</p> <p>When appropriate, the teacher explicitly and systematically attends to strengthening students' reading foundation skills.</p>	<p align="center">1</p>	<p align="center">2</p>	<p align="center">3</p>	<p align="center">4</p>	<p align="center">Notes</p>	
<p align="center">Illustrative Student Behavior</p> <p>Students demonstrate use of word level diagnostic skills, activating such strategies as needed to read with grade-level fluency and comprehension.</p>						

Adapted from www.achievethecore.org